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THE ORIGIN OF FINGER PRINTING. By *Sir William J. Herschell, Bart.* Oxford University Press, London, 1916. Pages, 41. 50c.

The purpose of this interesting little book is to record the beginning of the finger print method of personal identification in Bengal in 1858; to trace its development up to its public demonstration in Bengal from 1877-78; to examine the evidence that this method had been foreshadowed in Europe more than 100 years ago and had been general, especially in China, in ancient times. The pamphlet contains 20 illustrations.

Northwestern University.

ROBERT H. GAULT.

PRISON REFORM. Compiled by *Corinne Bacon*. The Hand Book Series. The H. W. Wilson Company, White Plains, New York, 1917. Pages 309. \$1.00 net.

The purpose of this book is to give the reader a general knowledge of prison reform in the United States. The sections included in the book are reprints of articles that have appeared in many places and are arranged under the following heads: History of Prison Reform; Conditions and Methods in Prisons and Reformatories; Sing Sing and Warden Osborne; Psychopathic Clinics and Classification of Prisoners; Convict Labor; Indeterminate Sentence; Probation and Parole; Jails and Centralized Control of Penal Institutions. An article by Mr. Thomas M. Osborne entitled "The Prison of the Future," completes the volume. Most of the articles are altogether too brief and sketchy to be of any use to a student of penology. The book will serve a good purpose however in bringing to the eye of the general reader in a small space the general subject of prison reform.

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STANDARDIZED FIELDS OF INQUIRY FOR CLINICAL STUDIES OF BORDER-LINE DEFECTIVES. By *Walter E. Fernald*, M. D., Mental Hygiene, Apr. 1917. Pp. 211-34.

On the basis of the examination of some 1,500 individuals for diagnosis as to the presence or absence of mental defect at the outpatient clinics of the Massachusetts School for the Feeble-Minded, the following ten "Fields of Inquiry" were decided upon as furnishing a basis for individual case study:

1. Physical examination.
2. Family history.
3. Personal and development history.
4. School progress.
5. Examination in school work.
6. Practical knowledge and general information.
7. Social history and reactions.
8. Economic efficiency.
9. Moral reactions.
10. Mental examination.

The items of information were obtained from reliable sources. The examinations were made on the spot; intelligence tests were made